



Universidad Pública de Navarra
Nafarroako Unibertsitate Publikoa

FACULTAD DE CIENCIAS HUMANAS, SOCIALES Y DE LA EDUCACIÓN

GIZA, GIZARTE ETA HEZKUNTZA ZIENTZIEN FAKULTATEA

Máster Universitario en Formación de Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas

Derrigorrezko Bigarren Hezkuntzako eta Batxilergoko, Lanbide Heziketako eta Hizkuntzen Irakaskuntzako Irakasleen Prestakuntza Unibertsitate Masterra

Trabajo de Fin de Máster

Didactic Subtitling and Task-based Methodology: Two combined instruments to learn the passive voice

Alba Azcona Magaña

Tutora: Edurne Goñi Alsúa

Especialidad: Inglés como lengua extranjera

Junio, 2023

Gracias a mis padres, por sacrificar tanto para que yo llegase hasta aquí.

A mi hermano, porque aunque sea el pequeño es mi ejemplo a seguir.

A *La Bombilla* que siempre está iluminando cada esquina de mi camino.

A todas las personas que me llevo de este máster, lo mejor de este año ha sido poder compartirlo con vosotras y vosotros.

A Dani, a Sandra y a Pilar, por sembrar la semilla a aquella pequeña *teacher*.

Y a las profesoras del departamento de inglés del IES Basoko por la oportunidad y la dedicación.

ABSTRACT

This study explores the efficacy of audiovisual translation in teaching grammatical competence in the context of English as a foreign language (EFL) teaching. The traditional approach to grammar teaching has been replaced by a more holistic and contextualized approach, which emphasizes meaningful acquisition and authentic language use. Previous research has demonstrated the success in using active subtitles to improve some English language skills, but this particular study aims to shed light on the effectiveness of using this methodology for acquiring grammatical knowledge, an area that has barely been researched. To achieve this, both, an individual and a collaborative didactic experience was carried out in a 2nd ESO classroom, involving the production of Spanish subtitles out of English audiovisual material. The students were divided into two groups (control and experimental) and a pre-test, post-test, and questionnaire were used as data collection instruments. The Subtitling News project aims to demonstrate the effectiveness of this approach for learning the passive voice and to show that the use of subtitling, along with a task-based methodology, constitutes a motivating context for secondary school students.

Keywords: Audiovisual translation; subtitling; passive voice; task-based methodology; motivation.

RESUMEN

El presente estudio tiene como objetivo investigar la eficacia de la traducción audiovisual en el desarrollo de la competencia gramatical en el contexto de la enseñanza del inglés como lengua extranjera. Se ha observado un cambio en el enfoque tradicional de la enseñanza de la gramática hacia uno más holístico y contextualizado, que hace énfasis en la adquisición significativa y el uso auténtico del lenguaje. Aunque se han llevado a cabo investigaciones previas que demuestran el éxito del uso de subtítulos activos en el aula para mejorar algunas destrezas de la lengua inglesa, este trabajo de fin de máster pretende arrojar luz sobre la eficacia del uso de esta metodología en la adquisición de conocimientos gramaticales, un ámbito que ha sido poco investigado hasta el momento. Para ello, se ha llevado a cabo una experiencia didáctica individual y grupal en un aula de 2^º ESO, en la que el alumnado ha producido subtítulos en castellano a partir de material audiovisual en inglés. Se han utilizado dos grupos de este nivel como grupos de control y experimental, a los cuales se les ha realizado un pre-test, un post-test y un cuestionario como instrumentos de estudio. El proyecto Subtitling News tiene como objetivo demostrar la eficacia de este enfoque para el aprendizaje de la voz pasiva y evidenciar que el uso de la subtitulación, junto con una metodología basada en tareas, constituye un contexto motivador para los alumnos de secundaria.

Palabras clave: Traducción audiovisual; subtitulación; voz pasiva; aprendizaje basado en tareas; motivación.

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1. INTRODUCTION

In the field of foreign language teaching and learning, the acquisition of grammatical competence has been recognised as a crucial component in the development of linguistic skills. In particular, in the context of secondary education, the teaching of grammar has traditionally been considered a central element of the curriculum. However, in recent years, a paradigm shift has emerged in the teaching of grammar in English as a Foreign Language (EFL) classrooms, recognising the importance of adopting a more holistic and contextualised approach.

This shift in approach means that grammar teaching is not limited solely to the memorisation of grammatical rules and practice exercises, but also encourages meaningful acquisition and authentic language use. This perspective is based on the premise that learners should learn grammar in context, through exposure to real communication situations and active practice.

In the 21st century, a growing number of linguists have expressed interest in exploring pedagogical translation in greater depth. In recent times, with the proliferation of digital tools available to learners, many of these inquiries have turned towards the field of audiovisual translation. Lertola (2018) conducted a study on the role of pedagogical translation over time, and concluded that audiovisual translation is highly compatible with the current EFL teaching paradigm, which emphasizes meaningful learning through real-life language models. The same scholar also explained how translation can be seamlessly integrated into the task-based methodology model. Ragni (2018) further supports the effectiveness of this methodological combination. Currently, there are insufficient studies available on the use of pedagogical subtitling for learning English grammar. However, the few studies that have taken this direction (García-Jaurena & Goñi-Alsúa, 2020; Rivera & Sánchez, 2022) have obtained promising results.

In consequence, the present study endeavours to demonstrate the efficacy of audiovisual translation in teaching grammatical competence. Specifically, this research focuses on a didactic experience involving the production of subtitles in the students' mother tongue (L1) from English audiovisual materials, in the context of EFL teaching in a 2nd ESO group. By applying the methodology of pedagogical translation, the study seeks to demonstrate the effectiveness of this approach for learning the passive voice, and contends that subtitling, in conjunction with a task-based methodology, constitutes a motivating project for secondary school students.

From these considerations, the *Subtitling News* project was born. This study involved a comparative analysis of two distinct groups: the control group, which followed a more traditional methodology, the one proposed by their teacher; and the experimental group, which engaged with subtitling. The latter group had the opportunity to learn how to use the passive voice by translating

and subtitling into Spanish individual news videos on different topics, which were subsequently put together to make a complete news programme in groups. Hence, the students were able to experience the pedagogical advantages offered by these two methodologies, the efficacy of which is the subject of study in this paper.

This TFM is grounded on an extensive literature review on pedagogical translation, with a specific focus on the utilization of audiovisual translation and active subtitling in the English as a Foreign Language (EFL) classroom. As this is a relatively innovative approach, the purpose of this project is to address certain research gaps and reinforce existing arguments on the topic.

The third section of this document provides a detailed account of the *Subtitling News* project and its implementation with second-year secondary education students in a public school in Pamplona. This section also includes the presentation of teaching materials and data collection tools used to assess learning outcomes and motivation.

Furthermore, a comparative analysis will be conducted on the results obtained from the tests designed to evaluate the effectiveness in enhancing grammatical competence of this approach versus the traditional one carried out in the control group. In continuation of the results analysis, graphical representations of the outcomes of a questionnaire administered to students to gauge their satisfaction and motivation levels in relation to the dual methodology will also be studied. Ultimately, the conclusions drawn from the complete research process will be presented.

2. LITERATURE REVIEW

2.1. Grammar-translation method (GTM)

Translation, as a tool for language learning, holds significant didactic potential, which has been acknowledged by some researchers, but remains relatively ignored by others. The origins of the use of translation in the language classroom can be traced back to the 19th century when the Grammar-Translation Method (GTM), the methodology employed for teaching Latin and Greek, was adapted for teaching foreign languages (Brown, 2000).

The GTM approach prioritized the development of reading and writing skills, while listening and speaking skills were relatively neglected. Through the use of translation and the L1, learners were expected to memorize vocabulary and grammar rules, as noted by Shah, Shaikh, & Khan (2022). However, this methodology was subsequently criticized by linguists who argued that the lack of communicative competence impeded learners from using the language flexibly and appropriately (Viqueira, 1992; Brown, 2000). Consequently, GTM was no longer deemed the most suitable methodology for EFL learning, and alternative approaches such as Communicative Learning were proposed. The latter emphasizes the use of language in meaningful contexts and facilitates the development of communicative competence by providing learners with opportunities to practice the language in authentic and realistic situations (Larsen-Freeman & Anderson, 2011).

2.2. Pedagogic translation

Translation as a foreign language teaching methodology remains a topic of debate among linguists, partly due to the negative reputation of the GTM (Malmkjaer, 1998) and the limited view of translation that has resulted from it (Vermes, 2010). However, despite existing preconceptions, numerous authors like Gasca Jiménez (2017) have highlighted the communicative potential of translation in contributing to the improvement of grammatical accuracy and limiting negative transfer. For instance, linguists such as Süß (1997) and Duff (1996) emphasize the significance of the L1 in L2 learning and the advantages of leveraging this fact. Meanwhile, other authors, such as Lavault (1985) and Duff himself (1996), have described translation as a tool that can have a positive impact on students' learning.

This updated approach to using translation in the classroom is referred to as pedagogical translation. It is essential to differentiate between professional translation and pedagogical translation since they have distinct objectives. Hernández (1996) aptly describes this difference by stating that pedagogical translation goes beyond professional translation and is a didactic activity that aims to enhance language proficiency through the manipulation, analysis, and reflection of texts. Thus, as

Vermes notes, pedagogical translation serves as a tool for improving learners' foreign language proficiency through "consciousness-raising, practicing, or testing language knowledge" (2010, p. 1).

The new methodology of pedagogical translation transforms translation from a mere tool for accessing meaning to a communicative activity (Valero Garcés, 1996). According to Hurtado Albir (1994), translation can help students to contrast the means used by different languages to express the same communicative situation, which is one of the contributions of the new vision of translation in EFL teaching. Gibert (1989) similarly supports the argument that translation demands more from learners, stimulating resources and research used by the L1 and improving their communicative competence. Thomas (1995) adds that pedagogical translation should not be viewed as a mere comparison of correspondences between L1 and L2, but rather as a search for the meaning of messages.

In agreement with Fernández (2005), pedagogical translation offers several advantages, including leveraging learners' intuitive use of their L1 as a learning strategy. Teachers can use this strategy to explain the negative interference of the L1 without resorting to lengthy explanations of metalinguistics, which younger learners may find difficult to comprehend (Titford 1985; Harvey, 1996). Furthermore, when translation tasks are proposed, learners work with authentic and contextualized material, which not only provides great variety but also develops different competencies among learners and enhances their linguistic performance (Mallikamas, 1997). Additionally, Malmkjær (1998) emphasizes that translation contributes to developing the ability to relate two linguistic systems, minimizing negative inference and maximizing positive inference.

As the field of education has progressed, so too has the methodology of teaching and learning foreign languages. English language learning, specifically in the theoretical framework of teaching in Spain, now occupies a crucial role in education. The latest education law, LOMLOE, 2020 (Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo), emphasizes the importance of the so-called key competences for lifelong learning, which are essential skills that students must acquire to ensure success in their education. Of these eight key competences, two are directly related to translation in the classroom: linguistic competence and plurilingual competence. As previously noted, many experts argue that pedagogical translation can help increase students' metalinguistic awareness, which aligns with the objectives of the LOMLOE and the two aforementioned competences. Not to mention other equally significant skills, such as enhancing cultural awareness and promoting critical thinking.

Another key competence of the LOMLOE is digital competence. Given the advancements in technology and students' interest in it, it is essential for our methodologies and teaching tools to keep pace with these changes. Translation can serve as a valuable tool for developing this competence.

Although translation is commonly viewed as a simple transformation of words from one paper in one language to another, it has had to adapt to the demands of today's world. Of the various types of translation, this study focuses on audiovisual translation (AVT), which utilizes both image and audio media to support the translation text. Within this specialty, various types of translation exist, including subtitling, translation for dubbing, and multimodal media accessibility. This research concentrates on subtitling as a pedagogical translation tool.

2.3. Subtitling

2.3.1. Definition

Subtitles are a way of providing accessible multimodal speech, wherein the text that corresponds to the audible content is displayed at the bottom of the screen. Díaz-Cintas (2012) classifies subtitles into various types, including interlingual (both standard and inverse), intralingual (in L1 or L2), and bilingual subtitles. This study focuses on standard interlingual subtitles, which transfer information from one language to another, with the audio track being in L2 and the subtitles in L1 (Díaz-Cintas, 2012). Talaván (2009) highlights the use of this type of subtitling as a tool for learners to make connections between the two language systems through translation.

The benefits of using subtitling as a pedagogical tool are similar to those of translation, with an added advantage. According to Lertola (2018), learners are not only translating a text from the source language to the target language, but they are also exposed to an audiovisual input, enabling them to watch and listen to authentic communication situations. These features align with the communicative approach intended in most secondary language teaching curricula. Based on Álvarez research (2017), audiovisual media reflect diverse communication situations, thus promoting the comprehension of an oral language text by relying on non-linguistic elements. Through the use of multimodal materials, students can gain an appreciation for various communicative situations, such as accents or intonation (Díaz-Cintas, 2012).

Álvarez (2017) claims that the use of subtitles not only facilitates the development of linguistic skills but also enhances the comprehension of paralinguistic and cultural elements, and promotes self-learning or cooperative learning, with students at the centre of the learning process. Díaz-Cintas (2012) highlights that one of the most notable features of using subtitles is that they employ authentic teaching materials, which enables activities with real communicative potential to be conducted in the classroom. The same scholar concludes stating that this material provides the learners with an opportunity to observe the practical usage of the second language (L2) in specific socio-cultural contexts.

Real audiovisual products often reflect authentic oral language, making them an ideal tool for language acquisition, as students learn through seeing, hearing, and transferring verbal codes between languages, creating knowledge in an engaging and motivating way (Álvarez, 2017). Ruipérez (2003) previously noted that audiovisual media is more effective for learning because it is a multisensory input. Álvarez (2017) expands on this concept, explaining that multimodal speech can compensate for comprehension deficits by providing meaning through contextualized situations and extra-linguistic elements, which is particularly beneficial for students with language limitations.

The use of subtitles in the classroom can be categorized, according to Díaz-Cintas (2012), into two distinct types: passive and active. Passive use of subtitles involves the utilization of subtitles as a support for a multimodal text, where the learner receives input of the subtitled language without actively engaging with the subtitles. On the other hand, active use of subtitling requires learners to not only consume subtitled material but also create their own subtitles.

The exposure of subtitled audiovisual content has been found to have a positive impact on students' acquisition of vocabulary (Garza, 1991; Neuman & Koskinen, 1992; Pavakanun & d'Ydewalle, 1992; Baltova, 1999; Koolstra & Beentjes, 1999; Condinho, 2009; Lertola, 2012), improvement of oral and written comprehension and expression (Williams & Thorne, 2000; Araújo, 2008; Talaván, 2011; Talaván & Rodríguez-Arancón, 2014), and development of intercultural awareness (Borghetti, 2011). These researchers concur that viewing programs in a language other than the mother tongue supported by subtitles in the L1 activates previously acquired linguistic knowledge and, consequently, helps to practice, expand, and maintain language skills (Díaz-Cintas, 2012). However, this TFM aims to advance this understanding by proposing an active methodology, whereby learners are responsible for producing their own subtitles.

The utilization of subtitling as an active teaching approach in the classroom has not been extensively explored. Research conducted by Talaván (2009, 2011), Incalcaterra and Lertola (2011), and Díaz-Cintas (1995, 1997, 2008) has indicated that pedagogical subtitling can enhance lexical acquisition and the development of socio-cultural competence among learners. Díaz-Cintas (2012) further elaborated about how the utilization of subtitling as a pedagogical tool can facilitate the expansion of vocabulary, enhancement of listening comprehension, cultivation of writing proficiency, contextualization of language in pragmatic settings, development of an understanding of social norms in foreign cultures and comprehension of gestural and body language, among other benefits. Additionally, he highlights the fact that subtitling practice can promote familiarity with computer applications, video editing techniques, and manipulation of audiovisual and textual files.

This scholar (2012) recommends the use of subtitling in the initial stages of education to expose learners to authentic material from the outset of their learning journey. This suggestion aligns with Lertola's statement in the same year "in order to carry out a subtitling task, no translation experienced is required but learners should have an adequate knowledge of the L2." (2012, p. 198). However, most of the studies cited in this section have been conducted with adults or high-level learners, such as university students. Therefore, motivated by the arguments of Díaz-Cintas and Lertola, this dissertation aims to investigate whether the use of active subtitling in the classroom would yield similar outcomes for 2nd ESO students (13 years old) with an approximate A2 level according to the Common European Framework of Reference for Languages (CEFR).

2.3.2. The teaching of grammar and AVT

Upon reviewing the existing literature on the use of subtitling tools in the classroom, it becomes apparent that there is a dearth of studies that focus on the acquisition of grammatical content. This is a skill that has not been extensively explored in the recent literature on the subject, as noted by Sokoli, Zabalbeascoa and Fountana (2011). Specifically, only two studies have been identified that are related to this topic, and both are recent.

One such study is by Rivera and Sánchez (2022) which offers a novel perspective as they assert that no prior research has exclusively examined the utilization of AVT for the improvement of grammatical proficiency in the use of modal verbs in English. The objective of this study was to analyse the impact of AVT as a didactic resource in the development of grammatical competence among students of English as a foreign language in a Spanish secondary school context. To achieve this, an episode of the popular series *Game of Thrones* and an online subtitling tool were used to help students acquire the use of past tense modal verbs. Based on the findings, the study concludes that the AVT activity had an overall positive impact on the development of English language proficiency at the grammatical level among 4th ESO students.

Another dissertation conducted by García-Jaurena and Goñi-Alsúa (2020) also aimed to investigate the use of subtitling as a tool for grammatical acquisition in an EFL classroom at the secondary education level. The objective was to demonstrate that this methodology could be beneficial for the learning of the simple past tense among 1st ESO students, by comparing it with traditional methods. The results of the experimental group were similar to those of the control group, indicating that subtitling is as effective as other methodologies for practising grammar in the classroom.

2.3.3. Subtitling and motivation

In contemporary society, characterized by the ubiquitous presence of TV, computers, mobile phones, and videogames; multimodal content has become a potent component. Students today spend countless hours consuming videos and other audiovisual elements and are particularly adept in the realm of new technologies. As educators, it is imperative that we leverage these tools to promote learning in the classroom. The advent of Chromebooks in Spanish high school classrooms has opened up significant opportunities for integrating media into the curriculum. As Neves observes:

The magical enchantment of the moving image, the attraction of working with computers and electronic equipment and, above all, the fun element, makes tiresome tasks light and makes language learning pleasurable. Experience has shown that, while learning how to subtitle, students gain a greater command of language usage, in the broadest of senses and above all, find pleasure in manipulating text to achieve the best possible results. (2004, pp. 138-139)

Subtitling combines all these elements and aims to motivate students to learn a foreign language with greater enthusiasm and in a more engaging manner (Talaván, 2010). According to this same author, various experiments have demonstrated that the addition of subtitles to audiovisual material provides positive reinforcement, contributing to creating a sense of security among learners. Referencing this scholar:

Subtitling as a task which entails the actual addition of subtitles to a clip by students, can have a notable impact on the improvement of their foreign language skills. It is, on the one hand, a functional and interactive exercise that allows students to share their work with their peers in a virtual learning environment. The use of subtitles as a support, on the other hand, presents a series of benefits for comprehension and vocabulary development. When they are used, different cues (audio, image and text) assist students in understanding a particular piece of information in the foreign language, particularly where authentic input is concerned. When both subtitling and subtitles are combined in a single task, their benefits are enhanced and they provide further paths for learning and understanding. (Talaván, 2009, p. 286)

In this context, it is evident that multimodal materials are an educational tool that is motivating and appealing to students. However, it is imperative to supplement this assertion with empirical evidence from studies that support this argument. For instance, Talaván and Rodríguez-Arancón's (2014) study reported that 90% of students expressed satisfaction with the subtitling activity, and 100% would be willing to repeat the experience in the classroom. Similarly, in García-Jaurena and Goñi-Alsúa (2020), 89% of students reported enjoying the activity, and 66% expressed a desire to repeat it.

These findings demonstrate a growing interest among students in the use of subtitling tools to learn English. This research aims to contribute to this line of inquiry and support the existing results.

Taking into account all this information, this paper aims to build upon previous research on the potential benefits of using subtitling tools for the acquisition of grammatical content in a secondary school classroom. Specifically, we will focus on the learning of the passive voice. Additionally, a key objective of this project is to evaluate whether this methodology is attractive, engaging, and motivating for 2nd ESO students.

2.4. Task-based Language Teaching (TBLT)

2.4.1. Definition

Task-based Language Teaching (TBLT) gained popularity in the 1990s as a more contemporary version of the Communicative Approach, with the aim of presenting a contemporary perspective on second language acquisition theories (Richards and Rodgers, 2001). As mentioned in Lertola (2018), TBLT shares certain characteristics with the Communicative Approach, such as active learner participation and the pursuit of meaningful learning. However, the distinctive feature of task-based learning is that it revolves around the production of a task. While there is no clear consensus on what constitutes a proper task (Carreres & Noriega-Sánchez, 2011), experts in the field have provided various definitions.

For example, according to Nunan (2004), a task is a classroom activity that demands learners to comprehend, manipulate, produce, or interact in the target language, while mobilizing their grammatical knowledge to convey meaning. Moreover, the task should have a sense of completeness, being able to stand alone as a communicative act with a beginning, middle, and end, rather than solely focusing on form manipulation. Skehan suggests another definition of task as “an activity in which: meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; the assessment of the task is in terms of outcome” (1998, p. 95). As reported by González Davies (2004), a task is a sequence of activities that share a common objective and culminate in a final product. Typically, a task requires several sessions to be fully completed, with each session featuring activities that lead towards the same ultimate goal.

While there may be slight variations in definitions, it is widely agreed that task-based learning involves active learner participation in communication, with an emphasis on meaning rather than form (Lertola, 2018). Learners begin with a comprehensive experience of language in use and subsequently end with a closer look at some of the features that occur naturally in the language. At this point, learners will have engaged with the language and processed it to originate meaning. As stated in Willis

(1996), it is only after this that attention is directed towards the surface forms that have conveyed the intended meaning.

2.4.2. TBLT and translation

Although task-based language teaching is a well-known methodology among language teachers, fully-fledged task-based courses are still rare. However, the application of this approach to translator training is a recent phenomenon (Carreres & Noriega-Sánchez, 2011).

Hurtado Albir (1999) asserted that his definition of a task actively bridged the gap between theory and practice, and emphasized the importance of focusing on the process rather than the product. The same researcher suggested that translation fits into this methodology, as it enables students to learn while performing, problem-solving, and acquiring translation strategies. Translation is a student-centered methodology that promotes student autonomy and self-perception.

In her paper titled *Didactic Subtitling in the Foreign Language Classroom: Improving Language Skills through Task-Based Practice and Form-Focused Instruction: Background Considerations*, Ragni (2018) outlines the six criteria proposed by Ellis (2003) that are crucial for an activity to be classified as a task. Ragni then examines how audiovisual translation aligns with each of these characteristics, thereby making it a suitable candidate for constructing exercises based on this methodology. While the study is noteworthy in its entirety, this analysis will focus on the criteria presented by Ellis (2003) and the corresponding observations made by Ragni (2018) that are most pertinent to the present investigation.

“(2) A task must have a primary focus on meaning and incorporate a ‘gap’ for the students to fill, be it an information, opinion or reasoning gap” (Ellis, 2003, pp. 9-10). According to Ragni (2018), subtitling is a type of audiovisual translation that is centred around transferring meaning. In didactic subtitling exists a noticeable disparity in information between the audiovisual source and the intended audience, which is left to the students to bridge by utilizing their own linguistic resources to transfer multimodal content into subtitles.

“(3) A task involves real-world processes of language use” (Ellis, 2003, pp. 9-10). Ragni (2018) suggests that when engaging in subtitling activities, learners are able to simulate the role of a subtitler, thereby replicating the actual work conditions of professionals in this field to some degree. Additionally, the inclusion of multimodal text in this process enhances the authenticity of the communicative context and increases the likelihood of the learners retaining the information.

“(5) A task requires a number of cognitive processes” (Ellis, 2003, pp. 9-10). As noted by Ragni (2018), when working with multimodal speech, learners are required to integrate their listening skills,

which encompass the capacity to comprehend intonation, dialects, accents, and singing, with their ability to read and interpret visual cues. These visual cues include character traits, movements, proxemics, as well as camera techniques such as close-ups or panoramic views. This indicates that students are required to utilize not only their language skills but also other essential competencies, which may not be as thoroughly developed in a more conventional methodology.

“(6) A task has a clear communicative outcome” (Ellis, 2003, pp. 9-10).

In didactic subtitling, a defined outcome signals whether the task has been completed, namely the production of the subtitled clip. This is a piece of learner language that seeks to communicate a source message to a target audience, so that the latter can have an experience of the AV text equivalent to that of the originally intended audience. Thus, not only will the students produce a tangible, semi-professional result, they will also achieve a well-defined goal by enabling viewers who do not understand the original language to access the AV clip. (Ragni, 2018, p. 12)

The aforementioned justifications provide a compelling argument for why audiovisual translation is well-suited to the task-based methodology. Nevertheless, despite the potential benefits of combining these two approaches in the context of an English as a Foreign Language (EFL) classroom at the secondary education level, no such study has been identified. However, studies conducted in university translation degrees may be relevant (Carreres & Noriega-Sánchez, 2011), despite the previously mentioned distinction between professional and pedagogical translation. For example, Alezeni's (2020) investigation of translation students revealed that a task-based approach in the classroom led to the development of translation skills and bilingual competences. Similarly, López Cirugeda and Sánchez Ruíz (2013) combined subtitling with Task-Based Language Teaching (TBLT) in a teaching training degree classroom, resulting in improvements in language acquisition, digital competences, and communication skills. The results of these studies indicate highly positive student motivation towards the integration of translation and TBLT (López Cirugeda & Sánchez Ruíz, 2013; Rezvani & Bidgeli, 2012).

In light of the presented arguments for employing audiovisual translation as a suitable instrument for task-based learning in an English as a Foreign Language (EFL) classroom, and acknowledging the absence of empirical studies yielding objective outcomes concerning its efficacy; this TFM is grounded in the incorporation of these two methodologies and aims to discover whether the results obtained align with the compatibility between the theoretical framework and the students' receptiveness to this pedagogical approach.

3. RESEARCH QUESTIONS

As previously mentioned, research on the implementation of subtitling tools in the classroom is a recent development, and therefore, there remain areas that require further exploration. For instance, there is a dearth of studies exploring the use of subtitling for acquiring passive voice skills or its combination with task-based methodology. The research questions addressed in this dissertation aim to shed light on critical gaps in the existing literature surrounding three key areas of interest:

- Is the use of L1 (Spanish) and, more specifically, subtitling an effective method for 2nd ESO students to acquire knowledge of the passive voice?
- Is subtitling a method that engages and motivates 2nd ESO students to learn English?
- Is it compatible to use subtitling following a task-based methodology?

4. METHODOLOGY

4.1. Participants

The present research was conducted with second-year students at the public secondary school IES Basoko, located in the Iturrama district of Pamplona. It was opened in the 1990s and has therefore been in operation for more than 32 years, intending to accommodate several generations of students from its affiliated schools. It currently has almost 700 students coming from almost 30 different primary schools, and around 90 teachers. The neighbourhood of Iturrama borders the neighbourhoods of San Juan, Ermitagaña and Azpilagaña, being the latter a neighbourhood with a high poverty risk rate.

Continuing along this line, there is a need to dedicate a moment to the significant presence in IES Basoko of students who need some kind of attention to diversity. Of the almost 700 students in this school, 282 need some kind of special educational attention; the group that brings together the most students, by far the most, is the one that is in a situation of socio-educational vulnerability (175). These are figures that we must always bear in mind when planning our teaching.

The compulsory secondary education levels at the school have three different language programmes: Castellano (3 hours of EFL per week + 100% of the curriculum in Spanish), plurilingual (3 hours of EFL + 25% of the curriculum in English) and British (5 hours of EFL + 70% of the curriculum in English). In general terms, the students in the British programme tend to be the ones with greater interest and better academic results than those in the Castellano and Plurilingual groups. The main reason for the better performance of the British group is usually due to greater family support, both financial and emotional. On the other hand, the Castellano and Plurilingual groups have lower academic performance, probably for the same reason. That is to say, they tend to be low-income families in which the academic performance of their children is not a priority, which means that the behaviour of these pupils in the classes is not very productive and, sometimes, conflictive in terms of partnership.

This data is very relevant because the students we have worked with in this project are 2nd ESO students in the plurilingual programme. This means that the students received a total of three hours of instruction per week in the subject of English as a Foreign Language, with their level of proficiency estimated to be at the A2 level according to the Common European Framework of Reference for Languages (CEFR). We also have to take into account that a percentage of students, although not very high, might not have any interest in our subject or in studying in general; this was noticeable with the abstention to class and with the lack of commitment of some students in handing in homework, which will be explained in depth in the relevant sections.

To facilitate the study, two distinct groups were formed: an experimental group consisting of 17 students (10 males and 7 females) and a control group comprised of 16 students (12 males and 4 females). Within the experimental group, it was observed that two students were frequently absent throughout the duration of the intervention, while an additional three students did not participate in either the pre-test or post-test (although they did attend class and complete the project). Consequently, the assessment of the acquisition of knowledge regarding the passive voice was limited to 12 students. However, the motivation questionnaire was completed by 16 students, and thus, all responses were included in the analysis of this section.

Although the subtitling task was completed individually, the ultimate goal was to combine the small individual projects into one cohesive group project. To achieve this, the experimental group was divided into five groups (three groups of three students and two groups of four) during the first session, although it was only necessary for them to work in groups during the course of the last session of the intervention. The allocation of groups was conducted randomly, following the guidance of the group's instructor, who deemed this approach as the most equitable method for ensuring homogeneity across the groups and achieving consistent results.

Regarding the control group, it was noted that three students were unable to complete the pre-test, resulting in the evaluation of grammatical knowledge acquisition being limited to 13 students. However, all 16 students completed the questionnaire.

4.2. Procedure

Initially, both groups were required to take a pre-test (see Annex 1) without any prior notice. This test was designed to assess the students' level of knowledge regarding the passive voice and to gather data related to the progress made through the classroom intervention in this area of grammar. The results of this test were to be compared with those of a post-test to be administered at a later stage of the research.

After the pre-test, the experimental group participated in an additional four sessions with the trainee teacher, while the control group continued to work with their regular teacher in the same manner as they had done for other aspects of grammar throughout the course. The classes were developed following both the text and the workbook, the theoretical explanation was given with the same support, clarifying doubts if there were any. The practice also followed the model of the textbook with typical exercises such as filling the gaps, conjugating verbs or transforming sentences from active to passive and vice versa without context. Some exercises were worked on in context with the help of some reading comprehension. As a support, the teacher also used some worksheets which could be

found online, the corrections appeared automatically and if there were any doubts or sentences which were particularly complicated the teacher emphasised them.

During the final session, a post-test (see Annex 2) was conducted to both groups, which followed the same format, and included the same questions and characteristics as the pre-test, as described in the “Instruments and Data Collection” section. To conclude the practical component of the project, the students were asked to complete a questionnaire (see Annex 3) evaluating their experience during the sessions and their opinions regarding the methodology employed to teach the passive voice. Although the surveys differed slightly between the two groups, they followed the same general format, consisting of 10 questions, seven of which were based on the Likert scale, while the remaining three were open-ended questions intended to provide justification for responses or to allow for additional comments. Subsequently, the procedure followed in the different sessions with the experimental group will be described.

4.2.1. 1st session

The initial session started with a brief introduction and an overview of the upcoming week's activities. As the students had already completed the pre-test, they had some idea of what the focus of the session would be.

The session began with a theoretical explanation of the passive voice, including present simple passive and past simple passive verbs, as well as the process of transforming an active voice sentence into a passive voice sentence. This explanation was supported by a slide presentation (see Annex 4) that included an explanation of how passive sentences could be translated into Spanish. Students were encouraged to take notes and ask questions if they had any uncertainties.

Subsequently, an overview of the project was provided, including its structure and progression. Working groups were randomly assigned, and tasks were distributed among the groups. Each student was required to subtitle at least two news videos, and during the final session, the videos from each group were combined to create a common news report.

Once the students were informed that they would be working with a subtitling tool, they were given an explanation of subtitling and the formal aspects they needed to adhere to in their project. Additionally, the operation of Subtitle Horse (<https://subtitle-horse.com/>)(see Annex 5), the subtitling tool that would be used, was explained.

Subtitle Horse is a highly user-friendly online free translation tool. After signing up, students were required to import the news video and its corresponding English subtitles. As the original subtitles were already marked, the recommended approach was to translate the Spanish sentence beneath the

English sentence, after which the original sentence could be deleted. This process allowed for the creation of Spanish subtitles from the pre-existing English subtitles in a straightforward and self-directed manner. The work was automatically saved and could be accessed from any location by logging in, thereby enabling students to continue their work from home if necessary. The final step involved exporting the subtitles by selecting the "File" tab and choosing the "Export as .srt" option.

4.2.2. 2nd session

To facilitate the process and provide a refresher, at the beginning of this session students were given a "cheat sheet" (see Annex 6) with the formal aspects of subtitling that had been covered the previous day. During the second session, the practical component of the project began, with each student having access to the videos (with image and audio in English) and .srt files containing English subtitles. The objective was for each student to work independently with their Chromebook and headphones to translate the subtitle file into Spanish, with the goal of having at least one news item subtitled by the end of the class.

The selected videos included one, two, or three sentences in the passive voice. To support the acquisition of this grammatical aspect and to ensure that it did not go unnoticed during the subtitling process, complementary worksheets (see sample in Annex 7) were provided to the students. Each news item was accompanied by a worksheet containing the transcript, a brief glossary of specialised terminology, and an exercise to complete. In this exercise, students were required to identify the passive sentence(s) in the video and provide the translation they had written in the subtitles. This facilitated simultaneous feedback within the class during the subtitling process, ensuring the proper identification and translation of passive sentences.

4.2.3. 3rd session

The preceding session's dynamic continued, with each student working independently on their assigned news item using their Chromebook. The objective for the current session was to translate an additional news item during class time, thereby ensuring that each student had a minimum of two completed and subtitled news. As the students had already worked with the subtitling tool during the previous session and had resolved any uncertainties, the work during this session proceeded much more smoothly, with some students managing to subtitle three news videos.

The role of the teacher during these sessions was limited to guidance and resolution of any doubts or issues that may have arisen, as well as the correction of worksheets that students were filling in with each news item. This allowed for feedback on passive sentences before the submission of the subtitle file. The remaining work was undertaken autonomously by the students. The final 15 minutes

of the session were reserved for the post-test, with those who had not completed the subtitling of two videos being required to complete the task as homework.

4.2.4. 4th session

Following a long weekend between the third and final sessions, a review of the work completed by each student could be carried. Therefore, this class began with a brief overview and feedback session regarding the work accomplished in the classroom and the results of the post-test.

During this session, students moved from working independently to collaborating with the group that had been randomly selected during the first session. They all came together on a shared Chromebook to merge their individually-created videos into a single, cohesive video, which was edited using the ClipChamp website (<https://clipchamp.com/es/video-editor/>)(see Annex 8). The website is highly user-friendly, and students were only required to import the videos and opening and closing templates, arranging them in the timeline that appears below the program. The last step involved exporting the final product in .mp4 format. Once each student had exported their final video, one was selected to be shown to the class, showcasing the result of the collective effort throughout the previous week.

The final five minutes of the session were devoted to the completion of a questionnaire, which provided a more formal and anonymous evaluation of the project. Additionally, there was an informal conversation among the students to obtain a more personal and subjective assessment of their experience throughout the sessions.

4.2.5. Final product

It is important to note that the experimental group was subdivided into five smaller groups, each consisting of three or four students. The ideal scenario was for each student to subtitle two videos; however, some students failed to submit any, while others only completed one. A couple of students were encouraged to subtitle three videos, resulting in each group having a varied number of videos. Despite this variability, the objective was to create the most complete video possible, and this objective was not hindered.

When the students gathered in their respective groups, they collectively determined the order in which the videos would appear and added default templates that included the name of their group and its members. The final outcome consisted of five videos of varying lengths, each containing various news items on topics related to the environment, nature, society, current affairs, and other relevant subjects. Consequently, each group was able to produce their own news program full subtitled in

Spanish. Ultimately, several of the final videos were presented in class, allowing the students to witness firsthand how both their individual work and their collaborative efforts culminated in the successful completion of the project. Please refer to Annex 9 for a hyperlink to the final videos made by the students participating in the *Subtitling News* project.

4.3. Materials

Throughout the course of the sessions, a Google Drive folder was utilized as the primary tool for collaboration. After careful consideration of various options, it was determined that this platform provided the most practical solution. Within the folder, each group and student had access to the original audiovisual content (video and English subtitles) as well as their own folder to export their final product (Spanish subtitles). This enabled them to access and work with the content of their classmates to create the final video.

Due to time constraints, it was determined that each student would create a maximum of two videos. The selection of news videos in English was made with consideration to their approachability for 2nd ESO students, as well as their potential interest to students of that age. A total of nine videos were selected, covering a range of topics such as social networks, health, environment, current affairs, and international culture. The source of the videos was News in Levels (<https://www.newsinlevels.com/>), which provided an audio and transcript, as well as a YouTube video for each news item. The videos were edited and adapted to ensure a comparable length, ranging from 40 seconds to 1 and a half minutes, and between 9 and 20 subtitle units to translate. The English subtitles were an original product, following the transcription provided by News in Levels.

The worksheets (see sample in Annex 7) that accompanied each news item were also an original product, as mentioned before, they included the transcription of the news item together with a brief glossary, and a section to identify and translate passive sentences in the multimodal text. Each student worked with their personal Chromebook, provided by the school at the beginning of the course, and were encouraged to bring their own headphones to class.

As for the control group, they continued to use the materials normally used by the teacher. These included the textbook selected by the English department for this level: *Advanced English in Use 2* (Burlington Books) and online resources such as the Liveworksheets website (<https://www.liveworksheets.com/>).

Both groups underwent pre and post-tests, administered in the traditional paper format, as well as a questionnaire via Google Forms. These materials will be further detailed in the subsequent section.

4.4. Instruments and data collection

This research utilized three types of instruments to collect data, including a pre-test and a post-test for gathering qualitative information, as well as a final questionnaire for obtaining both qualitative and quantitative results.

Both the pre-test (see Annex 1) and the post-test (see Annex 2) were administered in a written format and shared the same structure. Each test consisted of five exercises focused on the passive voice. In the first exercise students had to conjugate the verb to present simple passive tense, in the second exercise to past simple passive tense. The two subsequent exercises involved transforming sentences from active to passive voice, including both ordinary sentences and news headlines. The final exercise required students to translate passive sentences from English to Spanish. Each exercise contained four sentences, resulting in a total of 20 assessable items.

To ensure clarity and consistency, the first two exercises were separated into present and past passive conjugation, based on the recommendation of the group teachers, as the students had not previously studied the passive voice in English at the school. The remaining exercises contained mixed present and past tenses, requiring students to identify the correct tense before transforming the sentences.

The questionnaire (see Annex 3) was conducted using Google Forms, a useful tool for gathering this type of information. The surveys for the experimental and control groups differed, but followed a similar thematic structure. The experimental group was asked about their experience and attitude towards using subtitling tools to learn English, as well as their comfort level working individually while participating in a group project. The control group was asked about their experience and shown the work produced by the experimental group, along with some questions about their interest in participating in a similar project.

Both surveys were anonymous and contained 10 questions. Seven of these questions utilized a Likert scale (Disagree/Somewhat disagree/Neither agree nor disagree/Somewhat agree/Agree) to obtain quantitative results. The remaining three questions were open-ended, asking students to justify their responses or provide additional comments. A qualitative analysis will be conducted on the results obtained from these questions.

5. RESULTS

As previously mentioned, in order to evaluate students' grammar proficiency in the passive voice, we ended up evaluating 12 students in the experimental group and 13 in the control group. On the other hand, 16 students from each group participated in the questionnaire and provided feedback on the project.

5.1. General results

	EXPERIMENTAL GROUP (12 students x 20 items)		CONTROL GROUP (13 students x 20 items)	
	Pre-test	Post-test	Pre-test	Post-test
Correct questions	135/240	168/240	135/260	148/260
% correct questions	56.25%	70%	51.92%	56.92%
Average mark	11.25/20	14/20	10.38/20	11.38/20
Improvement percentage	13.75%		5%	

Table 1: *General results*

Both the pre-test and post-test comprised of 20 assessable items, which were categorized into 5 questions and further divided into 3 types of questions: passive voice tense conjugation, transformation of sentences from active to passive voice, and translation of English sentences into Spanish.

The results indicate that both the experimental and control groups demonstrated an improvement in their scores over the course of the study. The experimental group initially scored higher than the control group, and although the difference was not statistically significant, it must be considered in the analysis of the results.

In contrast, the difference in results between the two groups was more significant in the post-test. The experimental group demonstrated a 13.75% increase in their scores, achieving a 70% correct response rate. The control group also demonstrated an increase in the number of correct answers, although the percentage of improvement was lower at 5%, resulting in a total of 51.92% correct responses. To facilitate a more detailed analysis of the test results, the scores were further categorized by type of exercise.

5.2. Conjugation exercises results

	EXPERIMENTAL GROUP (12 students x 8 items)		CONTROL GROUP (13 students x 8 items)	
	Pre-test	Post-test	Pre-test	Post-test
Correct questions	54/96	61/96	49/104	67/104
% correct questions	56.25%	63.54%	47.12%	64.42%
Improvement percentage	7.29%		17.30%	

Table 2: *Conjugation exercises results*

The first and second exercises in both tests required the participants to conjugate verbs in the infinitive form to fit into passive sentences. The first exercise demanded the transformation of all verbs into the present simple passive tense, while the second exercise required the transformation into the past simple passive tense.

The results of both groups exhibited an improvement, with particular emphasis on the control group, which demonstrated a substantial upgrading in their scores. However, upon comparing the final results of both groups, they were found to be practically similar.

Although the questions in both tests were of similar nature, it is imperative to analyse the most common errors made in the post-test, as these are the most significant findings. A frequent error among students was confusing the present simple passive tense with the present perfect simple tense, resulting in constructions such as *have given instead of “is given”. Similar errors were observed with the past tense, such as *had surprised instead of “was surprised”, and with the negative form of both tenses. Several errors were also noted concerning the past participle of irregular verbs, indicating that students found it challenging to memorize the list of irregular verbs. Such errors were apparent in the test responses, with answers such as *is knowed instead of “is known” or *was stealed instead of “was stolen”. It seems that memorising irregular verbs is a recurrent problem for learners, regardless of the methodology used, there is still room for improvement in this area.

5.3. From active to passive exercises results

	EXPERIMENTAL GROUP (12 students x 8 items)		CONTROL GROUP (13 students x 8 items)	
	Pre-test	Post-test	Pre-test	Post-test
Correct questions	49/96	62/96	52/104	48/104
% correct questions	51.04%	64.58%	50%	46.15%
Improvement percentage	13.54%		-3.85%	

Table 3: From active to passive exercises results

The third and fourth exercises of the tests required the students to transform sentences in active voice into passive voice. Notably, in exercise number four, all sentences were in a news' context.

The results of these exercises differed significantly between the two groups. While the experimental group demonstrated a considerable improvement of 13.54% over their pre-test scores, the control group's results remained stagnant, with their post-test scores even being slightly worse.

The most common errors observed were related to the transformation of sentences, where instead of converting them to passive voice, the students merely rephrased the active voice, resulting in answers such as *Every day somebody waters the plants (Original: Somebody waters the plants every day) instead of "The plants are watered every day (by somebody)". One of the sentences that elicited mostly incorrect responses was the interrogative sentence "Did the hairdresser cut your hair?", with answers such as *Did your hair was cut by the hairdresser? indicating that the structure was to some extent complex for the students. Additionally, errors in verb conjugation were also observed, albeit to a lesser extent than in the previous section.

5.4. Translation exercise results

	EXPERIMENTAL GROUP (12 students x 4 items)		CONTROL GROUP (13 students x 4 items)	
	Pre-test	Post-test	Pre-test	Post-test
Correct questions	32/48	45/48	34/52	33/52
% correct questions	66.66%	93.75%	62.96%	63.46%
Improvement percentage	27.09%		0.60%	

Table 4: Translation exercise results

With regards to the results of the final exercise, which entailed translating four sentences from English to Spanish, a significant difference was observed between the two groups. While the pre-test results

were relatively even, as indicated in the accompanying table, it was after the classroom intervention that the experimental group demonstrated considerable improvement.

Although Spanish is the students' mother tongue, and they are proficient in using both the regular passive and the *pasiva refleja*, they tend to make a direct and literal translation of the sentence. It is a common error for Spanish speakers to translate an English sentence as literally as possible, without considering whether it sounds natural or whether it is a sentence that one would say oneself. This resulted in errors in both the pre-test and post-test, such as *Estos cuchillos son usados para cortar comida instead of “se usan”. While this is not a grammatically incorrect sentence, it is a syntactic calque, or what is referred to as “transposition” in the translation field, which is an error of style and register. In addition to this type of mistake, which is the most significant, there were also more fundamental grammatical errors, such as the incorrect translation of the verb to be as *Los teléfonos móviles no son permitidos, as well as orthotypographical errors in the Spanish mother tongue, which will not be discussed in this paper.

5.5. Questionnaire results

5.5.1. Results on students' motivation

In this section, the results of the questionnaire distributed to the students in both groups, subsequent to the completion of the classroom intervention, will be presented. Each group responded to two distinct surveys, both of which were formulated to gather data relating to the level of engagement, motivation, and general opinion of the methodologies employed in their respective classrooms. The analysed results encompass 16 responses from the experimental group and an additional 16 responses from the control group.

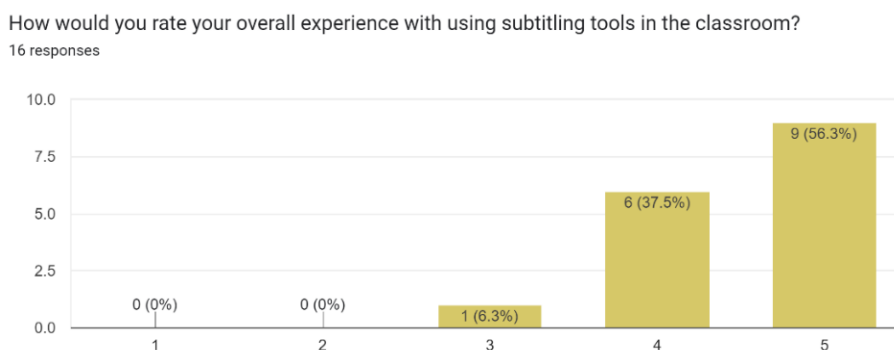


Figure 1: Experimental group overall experience

Beginning with a comprehensive evaluation of the sessions administered by the internship teacher and the *Subtitling News* project as a whole, it is apparent that the experimental group is, to a

large extent, satisfied with the methodology employed in class. Ultimately, 15 out of 16 students in total have rated the experience positively, with the majority of them scoring it as 5/5 in the questionnaire.

The students in the control group got to know the procedures implemented in the experimental group and had the opportunity to watch a video of their classmates' subtitling work. In response to the questionnaire prompt “I liked the idea of subtitling videos and would like to try it out in class”, the ensuing answers were recorded:

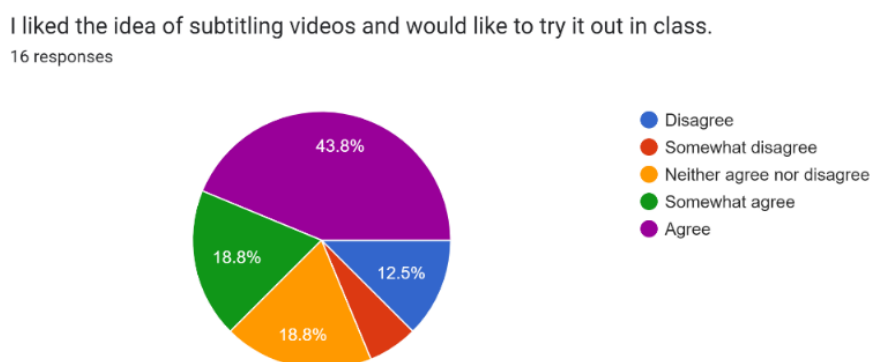


Figure 2: Control group opinion on the subtitling project

An analysis of the questionnaire responses revealed that 62.60% of the scholars exhibited some degree of interest in engaging in a subtitling activity in the classroom, indicating that the vast majority of adolescents are motivated or, at the very least, attracted to this type of practice.

Moreover, the survey explored the students' self-perception of passive voice acquisition, with each group providing their opinions based on the methodology implemented by their respective teachers in their classes. It is important to know that they were unaware of the pre-test or post-test results prior to answering. The graph on the left corresponds to the responses of the students in the experimental group, while the one on the right illustrates the answers of the control group:

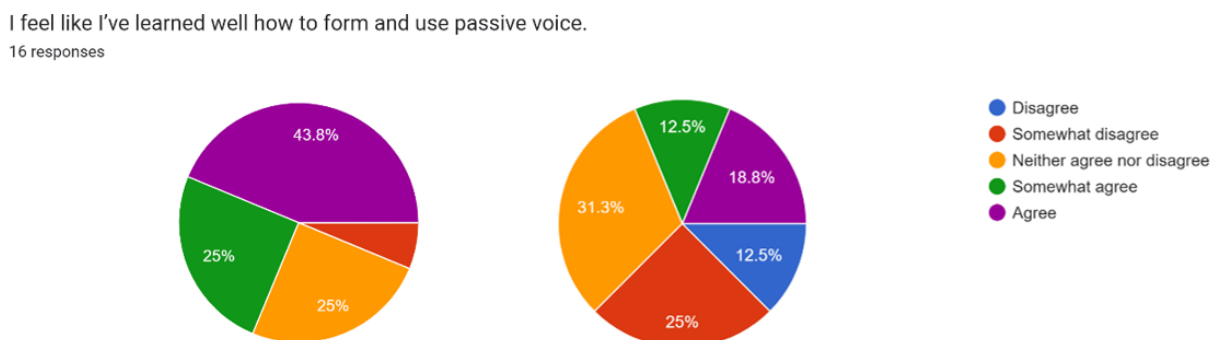


Figure 3: Experimental (left) and control (right) group learning sensations

The data indicates that the control group has a greater degree of insecurity regarding their passive voice acquisition, with 27.50% of the students asserting that they have not learned to use the passive voice accurately. This may be in line with the results in Figure 4, in which a considerable proportion of students in the control group reported disappointment or indifference with the conventional teaching methods employed in the classroom.

I like the way grammar is often taught in the classroom.

16 responses

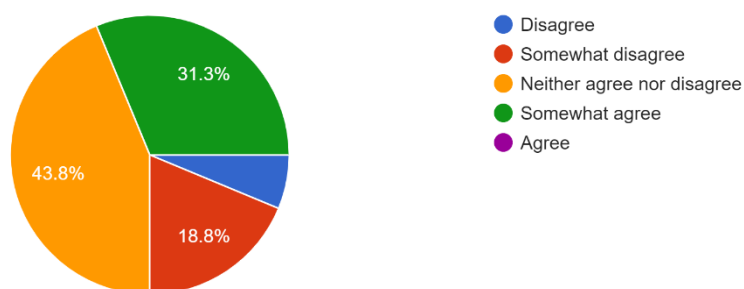


Figure 4: Control group opinion on traditional methodology

Drawing back to Figure 3 and in contrast to the other group, the experimental group evinced a positive attitude towards learning the passive voice, a feeling that is also aligned with the post-test outcomes. These observations are strengthened by the fact that 93.80% of the students in this group would recommend this methodology, as evidenced in the following graph.

I would recommend the use of subtitling tools to other students to learn passive tenses.

16 responses

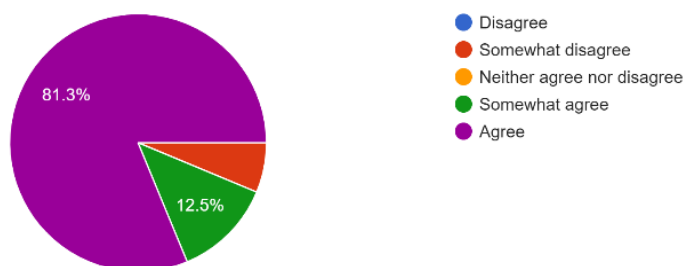


Figure 5: Experimental group answers regarding their recommendations

The subsequent graphs portray the students' perspective on the methodology implemented in the classroom to acquire proficiency in the passive voice. The first graph applies to the experimental group, whereas the following one refers to the control group.

In general, I prefer subtitling than using traditional classroom methods to learn grammar.

16 responses

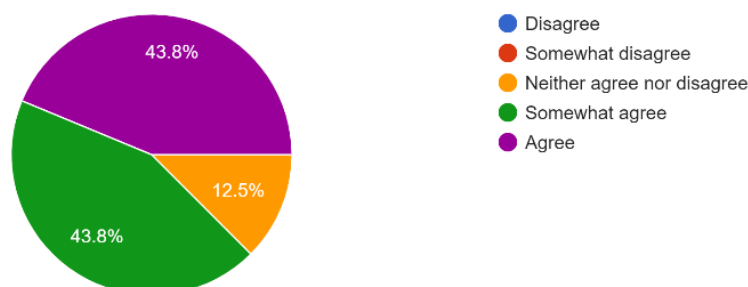


Figure 7: *Experimental group methodology preference*

In general, I think I prefer traditional classroom methods rather than doing translation or subtitling activities to learn grammar.

16 responses

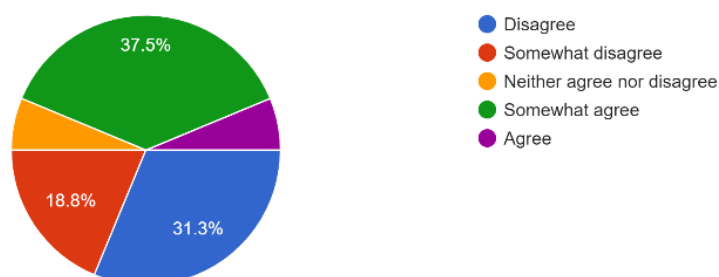


Figure 6: *Control group methodology preference*

In Figure 6, it is evident that the implementation of subtitling in the classroom has been received positively by students in the experimental group. Furthermore, they have expressed a preference for this methodology over more conventional ones.

If we pay attention at the results of the control group (Figure 7), it is observed that the percentage of students who prefer subtitling is significantly lower. However, the most notable finding from the graph is that 50% of the students did not feel comfortable with the methodology employed by the teacher in the classroom (which consisted of using the textbook and some interactive worksheets).

5.5.2. Students' opinion on task-based methodology

Finally, both questionnaires included an inquiry that aimed to evaluate the students' satisfaction with task-based methodology. The first graph represents the results obtained from the experimental group, while the second graph shows the responses of the control group.

I enjoyed working individually but at the same time having done a group project together.
16 responses

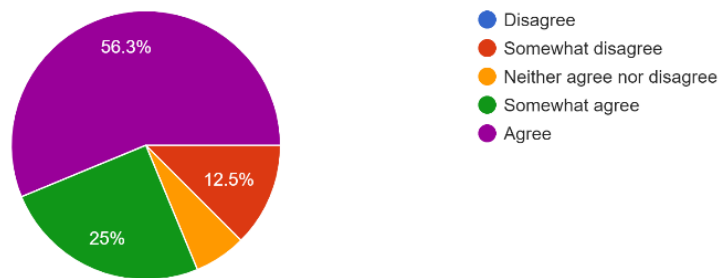


Figure 8: *Experimental group opinion on task-based method*

I liked the idea of the other group to work individually but at the same time to make a common project.
16 responses

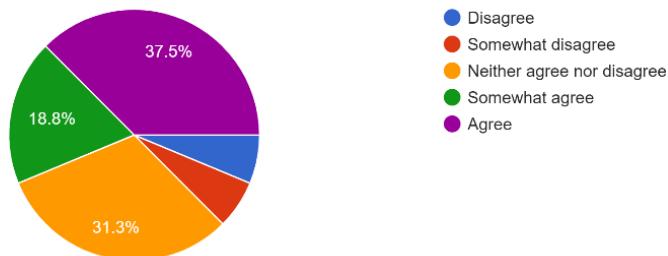


Figure 9: *Control group opinion on task-based method*

The results obtained from the study are, on the whole, positive. As represented in Figure 8, a majority of the students (13 out of 16) in the experimental group reported that working individually on a shared project was an experience that they greatly enjoyed. In contrast, although the control group did not engage in cooperative work in this instance, 9 out of 16 students found this approach to be an interesting way of working, as illustrated in Figure 9.

6. DISCUSSION

6.1. Tests' results

As demonstrated in the preceding section, the pre-test results of both groups exhibited a considerable degree of similarity. Although both groups allegedly began with no prior knowledge of the passive voice as it had not been taught in the classroom, nowadays students have access to supplementary resources, such as private academies, which may account for the relatively high initial scores. Furthermore, the pre-test outcomes suggest that the experimental group possessed a slightly higher and more consistent level of English proficiency than the control group, albeit not significantly so.

The post-test results, however, revealed a marked disparity in the effectiveness of the instructional methodologies employed in the two groups. Specifically, the experimental group demonstrated a percentage increase of 13.75% in their post-test scores, more than twice the corresponding 5% improvement exhibited by the control group. In the ensuing analysis of the results of each exercise, hypotheses will be generated to account for these findings.

The conjugation exercises produced divergent results, as illustrated in Table 2. While the control group revealed a significant improvement in their scores relative to the pre-test, the experimental group's progress was relatively less discernible. Given that the control group's pre-test scores were lower, it is reasonable to infer that they had greater room for improvement. It is plausible that the control group had engaged with exercises in the textbook that closely resembled those in the test, which are considered model exercises. The extensive practice of such exercises might have contributed to the group's 17.30% increase in their final test scores.

The final post-test scores of both groups were virtually identical, indicating that both groups had attained a comparable level of proficiency in conjugating this type of verb tenses. This finding reveals that subtitling can be an equally efficacious tool for acquiring passive verb tenses when compared to other instructional approaches. These results can be complemented with other existing studies on the improvement of grammatical knowledge acquisition using subtitling in an EFL classroom, such as those recently carried out by García-Jaurena and Goñi-Alsúa (2020) and Rivera and Sánchez (2022).

As mentioned in section 5.2. above, one of the most common errors was in conjugating irregular past tenses. Regardless of the group to which they belonged, learners consistently failed in this area. Therefore, it seems that memorising irregular verbs is a recurrent problem for learners, regardless of the methodology used, there is still room for improvement in this area.

With regard to the exercises in which the students were required to convert active voice sentences to passive voice (refer to Table 3), the outcomes were markedly disparate. The experimental group achieved a substantial improvement of over 13%, while the control group's results exhibited a slight deterioration, which deviated from the norm. Notably, the control group had received training in this type of exercise during their practice sessions, whereas the experimental group had only been introduced to the concept of sentence transformation during the initial session and had not practised it as such. Plausible explanations for this discrepancy may be attributed to the nature of the sentences presented in exercise 4, which were news headlines. It is conceivable that the experimental group felt more at ease working with sentences that were contextualised in a real-world setting, similar to those encountered in the videos they had engaged with during the week. Thus, the benefits of employing authentic, student-generated content are reaffirmed, substantiating the arguments previously posited by researchers such as Álvarez (2017) and Ruipérez (2003) on this topic. On the other hand, it shows that no matter how much you work with similar exercises, if they are not motivating exercises for the learners, it will not result in meaningful learning, as probably happened to the learners in the control group.

Furthermore, it is noteworthy that both groups committed fewer errors in verb conjugation in the sentence transformation exercises than in the initial exercises. The contextualisation of the sentences seemingly facilitated the learners' ability to conjugate the verbs accurately, as they could discern the appropriate form in light of the surrounding context. The findings suggest that learners may not attend to the sentence structure as closely when solely required to transform the verb. Thus, the benefits of exercises that are meaningful, authentic, and that require learners to attend to both form and meaning are underscored once again.

Finally, regarding the analysis of the results of the translation exercise (see Table 4), the outcomes appear to align with expectations. During the first session of the *Subtitling News* project, the students were instructed on the distinction between the use of passive voice in English and the less frequent use of passive voice in Spanish. They were also taught that passive sentences are not always translated literally, utilizing a regular passive voice in Spanish. Rather, it is more common and thus more correct to use the grammatical formation of the *pasiva refleja*, which is formed with the pronoun *se* followed by a verb in the third person singular or plural, depending on the patient subject. In contrast, the control group did not employ Spanish to learn the passive voice.

As evidenced, results confirm the expected. Students who engaged with subtitling and audiovisual translation exhibited a notable improvement in their translation skills, while those who did not utilize their L1 in the classroom were unaware of their errors. It can be affirmed that this

methodology not only aids in the acquisition of a foreign language, but can also strengthen the use of the mother tongue, which is doubly advantageous for enhancing the students' linguistic and multilingual competence.

Despite the fact that the final subtitling exercise contributed to the enhanced performance of the experimental group, an analysis of the initial four exercises reveals that the results were also quite favourable. Consequently, it can be inferred that subtitling can serve as a complementary instructional tool in the English as a Foreign Language (EFL) classroom, and is equally efficient as other instructional approaches for acquiring passive voice structures. In addition, subtitling facilitates the acquisition of supplementary linguistic knowledge and can enhance the utilization of the students' first language, which is a salient benefit for language learners.

6.2. Questionnaire results

In this section, we shall examine the outcomes of the questionnaire administered to all students in both groups. We shall begin by scrutinising the general impression of subtitling as a learning tool (refer to Figure 1). The results obtained from the experimental group indicate an overwhelmingly positive response, with 93.70% of students rating the experience between 4 and 5 (out of 5), and 100% expressing a desire to utilise this methodology further. This indicates that the students have viewed the classroom experience in a positive light, with several of them describing “subtitling the news” as their favourite aspect and expressing opinions such as "It makes you feel doing such a great job by your own". Thus, it can be asserted that the activity has proven to be a considerably engaging experience for students in 2nd ESO.

An analysis of the control group's responses (refer to Figure 2) revealed that 62.60% of the students exhibited some degree of interest in participating in a subtitling activity in the classroom. This finding implies that the majority of adolescents are motivated or, at the very least, attracted to this type of practice. Students provided comments indicating that they found the project “interesting”, “entertaining” or “fun” with one student remarking that they were interested in trying it out in class because “it's something new”. Only two students expressed disinterest in the practice. Consequently, it can be inferred that working with subtitling, in conjunction with the idea of working with Chromebooks and the L1 in the classroom, is an appealing prospect for learners in general.

Turning to the results in Figure 3, we can see that there is a considerable imbalance between the groups in terms of feelings about learning. In the control group 27.50% of the students expressed their distrust about learning the passive voice, when comparing these results with those of the post-test, it is noteworthy that 25% of the students in that class (4 out of 16 students) answered more

questions incorrectly than correctly, a result that is quite proximate to the students' self-perception. These findings may be attributed to a lack of motivation or disinterest among students in the classroom (see percentages in Figure 4). When students lack motivation in class, it is expected that they may perceive their learning progress as being unsatisfactory, thereby reducing their interest in further improvement. Consequently, it is imperative to integrate innovative and engaging pedagogical techniques, such as subtitling, into the curriculum to enhance student motivation and foster greater confidence in their knowledge acquisition.

With respect to the experimental group, returning to Figure 3, the results show a much higher percentage of learners claiming to have learnt to use the passive voice through subtitling. Some of the students' comments in this prompt included "It helped me with grammar, passive tenses [...]" and "I think it is a very good way to learn English." Furthermore, the students were considerably enthused to witness the tangible manifestation of the final project in the form of a real video. It can be theorised that the use of realia in the classroom has boosted their self-esteem and self-perception in a constructive manner with regard to their English acquisition.

These results are reinforced if we analyse the answers to the following questions (figures 6 and 7) where the students were asked about their preferences in terms of methodology. The experimental group describes that they prefer subtitling over traditional methodology. The veracity of these percentages is supported by the comments provided by the students, as exemplified by the following statement: "I also think It was the best project I've ever had because It helped me with grammar, passive tenses, and to work with interesting programs and also having more knowledge about more works around the world ambit (sic)". The percentage of students in the control group who prefer subtitling is lower; this outcome is not surprising, as the control group had only been exposed to a sample of their peers and had not yet had the opportunity to engage with audiovisual translation. Nonetheless, the percentage of students who prefer the traditional methodology is not particularly high either; this indicates that students, even if not specifically in translation, are interested in innovative and more motivating methodologies.

Lastly, the analysis of the students' responses regarding task-based methodology. This was the sole means of assessing the effectiveness of this methodology in the classroom, as it could not be demonstrated in a quantitative way, as was the case with the acquisition of grammatical knowledge. Although the results are only qualitative indicators, they hold importance as they are based on the opinions of the students themselves. Despite this, the results are positive, more than 60% of the students in the control group were happy working following this method. During class discussions, some students expressed their satisfaction with the opportunity to work independently without any

negative influence on their subtitling work. Simultaneously, they appreciated the collaborative aspect of the project, where individual efforts culminate in the completion of a shared goal. It can be inferred that this methodology merges the benefits of both individual and cooperative work, and students are conscious of and get the most out of on the advantages of each approach. It could be reasoned that this working method is also a motivating factor for students, as evidenced by the percentages.

To bring this section to a close, the outcomes of the questionnaire administered in this study have yielded significant insights. The experimental group exhibited notably high levels of satisfaction and motivation, which is a noteworthy finding. This investigation contributes to the existing literature (Neves, 2004; Talaván, 2009) by providing empirical evidence on the significance and efficacy of employing innovative and engaging pedagogical strategies, such as active subtitling.

7. CONCLUSIONS

7.1. Conclusions

Upon reviewing the existing literature on audiovisual translation, specifically on active subtitling in the classroom, and analysing the results of relevant written tests and questionnaires, various conclusions were drawn regarding the effectiveness of subtitling in developing grammatical competence, such as the passive voice, and in motivating students when used in conjunction with task-based learning. This section aims to address the research questions established at the beginning of the project and to resolve the hypotheses put forward for each of them.

The first research question studied whether active subtitling was an effective methodology for students to learn the use of the passive voice. After observing and analysing the results of both the pre-test and the post-test, it was found that the experimental group results does not dissipate from the ones of the control group. The study demonstrated that subtitling was effective in teaching most students how to form and use the passive voice in English and also showed improvements in the appropriate use of passive voice variations in Spanish. Although the sample was relatively small, with only 12 students tested, further research is required to draw more solid conclusions. This work contributes to the existing studies on the impact of subtitling on the acquisition of grammatical competence in EFL classes (García-Jaurena & Goñi-Alsúa, 2020; Rivera & Sánchez, 2022) and strengthens the argument that active subtitling is at least as useful and valid a method as other methodologies in this area of English pedagogy.

The second research question aimed to examine whether the process of subtitling was an engaging and motivating methodology in the classroom for 2nd ESO students. The responses from both the experimental and control groups to the questionnaire yielded encouraging conclusions. The “results” section demonstrates that a high percentage of students enjoyed participating in the *Subtitling News* project. The use of information and communications technologies (ICT) in the classroom, combined with subtitling being a new experience for them, has proven to be a successful mix. Working with real material and producing tangible results has shown that students enjoy this type of practice, and, following their advice, more projects of similar characteristics should be carried out in the classroom to increase their motivation towards the subject.

The third and final research question aimed to investigate whether active subtitling is compatible with task-based methodology. As demonstrated by the structure of this project, audiovisual translation is a practice that is conducive to both individual and collaborative work. In this case, creating a news program based on different individual news items provided an ideal structure for both this combination. The students enjoyed subtitling the videos on their own and making their own decisions,

but later they were able to see how the collective effort resulted in a higher quality outcome. To objectively evaluate the effectiveness of these two methodologies together, the last question of the questionnaire was used. Although the percentage of students who felt comfortable working in this way was high, solid conclusions about the results cannot be drawn due to the small number of research samples on the subject.

7.2. Further research

In the final analysis, the use of audiovisual translation in the classroom is proving to be an increasingly effective methodology in the context of EFL classrooms. With the importance given to key competences in the new Spanish education law (LOMLOE), the various variants within AVT can be valuable in developing these competences. Although the aim of the *Subtitling News* project was to demonstrate the effectiveness of learning grammatical skills, the students also worked on linguistic, multilingual, digital, cultural awareness, and learning to learn competences. Thus, active subtitling is a comprehensive methodology in the classroom. But in spite of that, this work had limited participants and practice, which produced limited results.

Therefore, further extensive research is necessary to strengthen these findings and broaden the scope of knowledge on the efficacy of active subtitling as a comprehensive methodology in the classroom. This research could delve into the impact of AVT not only on grammatical competence but on other aspects of language learning. Additionally, future studies could explore the use of AVT in different educational settings and with diverse populations to determine its applicability and effectiveness across various contexts.

The combination of task-based learning methodology and pedagogical audiovisual translation has shown promising results in enhancing language learning outcomes. Overall, further research is necessary to fully understand the potential benefits and challenges of combining TBLT methodology and AVT in language classrooms, as well as determine the most effective ways to integrate AVT into TBLT activities. Another area for further research is the impact of TBLT-AVT on learner motivation and engagement. While both methodologies are known to increase student engagement and motivation, it is important to determine how they can be combined to create a more stimulating and challenging learning environment.

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ANNEXES

Annex 1: Pre-test

PRE-TEST

Conjugate the verbs in brackets to complete these PRESENT passive sentences:

1. Many cars _____ in Japan. (make)
2. An ovation _____ to the actors. (give)
3. The report _____ by the employee. (not write)
4. The best cookies _____ here. (sell)

Conjugate the verbs in brackets to complete these PAST passive sentences:

5. Rose _____ by the snake. (scare)
6. The pictures _____ by Picasso. (paint)
7. I _____ for the work. (not pay)
8. They _____ the question two times. (ask)

Transform these sentences from active voice to passive voice:

9. People speak Portuguese in Brazil.
10. My grandfather built this house in 1943.
11. Did the mechanic repair the car?
12. Somebody cleans the office every day.

Transform these headlines from active voice to passive voice:

13. "The authorities didn't recover the stolen artwork."
14. "A larger corporation acquired the company."
15. "The wildfire destroyed several homes."
16. "A driver who was under the influence of alcohol caused the accident."

Translate the following sentences:

17. Julie and Luke were invited to a party.
18. A new stadium is being built near the station.
19. These knives are used to cut up food.
20. The movie was directed by a famous actor.

Annex 2: Post-test**POST-TEST**

Conjugate the verbs in brackets to complete these PRESENT passive sentences:

1. Messi and Cristiano _____ all over the world. (know)
2. A flower bouquet _____ to the teachers. (give)
3. The project _____ by the team. (not complete)
4. The best paellas _____ in Valencia. (make)

Conjugate the verbs in brackets to complete these PAST passive sentences:

5. Jake _____ by her girlfriend. (surprise)
6. These books _____ by Shakespeare. (write)
7. The package _____ on time. (not deliver)
8. Their car _____ in the middle of the street. (steal)

Transform these sentences from active voice to passive voice:

9. People speak English in Nigeria.
10. Leonardo DaVinci painted the 'Mona Lisa' in 1503.
11. Did the hairdresser cut your hair?
12. Somebody waters the plants every day.

Transform these headlines from active voice to passive voice:

13. "The police didn't arrest the suspects of the robbery."
14. "A damaged electrical installation started the fire."
15. "Osasuna defeated Sevilla in the final match."
16. "Elon Musk bought Twitter for 44 million dollars."

Translate the following sentences:

17. Peter and Christine were expelled from school.
18. Mobile phones are not allowed in class.
19. This alarm is used in case of fire.
20. Our house was built in 1902.

Annex 3: Questionnaire

Experimental group questionnaire:

1. How would you rate your overall experience with using subtitling tools in the classroom?
1 (dissatisfied) 2 3 4 5 (satisfied)

2. What was your favourite part of the activity?

3. What would you change?

4. I feel like I've learned well how to form and use passive voice.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree

5. I feel like I learn more using Spanish to learn English, it's easier for me.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree

6. I would like to use subtitling more in English class.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree

7. I would recommend the use of subtitling tools to other students to learn passive tenses.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree

8. In general, I prefer subtitling than using traditional classroom methods to learn grammar.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree

9. I enjoyed working individually but at the same time having done a group project together.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree

10. Write here if you have any suggestion or comments. I will appreciate it, thank you.

Control group questionnaire:

1. I liked the idea of subtitling videos and would like to try it out in class.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree
2. Why? /Why not?

3. I like the way grammar is often taught in the classroom.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree
4. Why? /Why not?

5. I feel like I've learned well how to form and use passive voice.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree
6. I feel like I would learn more using Spanish as a tool to learn English, it would be easier for me.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree
7. I would recommend to other students the materials my teacher has used to teach passive tenses.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree
8. In general, I think I prefer traditional classroom methods rather than doing translation or subtitling activities to learn grammar.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree
9. I liked the idea of the other group to work individually but at the same time to make a common project.
Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree
10. Write here if you have any suggestion or comments. I will appreciate it, thank you.

Annex 4: Theoretical presentation about passive voice



ALBA AZCONA

ACTIVE VOICE

SUBJECT VERB OBJECT
PETER MAKES A CAKE

A CAKE IS MADE BY PETER
AGENT

PASSIVE VOICE

WHEN IS *passive* USED

1) When we want to change the focus of the sentence

The Mona Lisa was painted by Leonardo Da Vinci.
(We are more interested in the painting than the artist in this sentence)

2) When who or what causes the action is unknown or unimportant or obvious or 'people in general'

- He was arrested (obvious agent, the police).
- My bike has been stolen (unknown agent).
- The road is being repaired (unimportant agent).
- The form can be obtained from the post office (people in general).

3) When the subject is very long

I was surprised by how well the students did in the test.
(More natural than: 'how well the students did in the test surprised me')

4) News

"A new vaccine has been approved by the FDA."

The suspect was arrested by the police in connection with the robbery.

PRESENT SIMPLE

SUBJECT VERB PRESENT SIMPLE OBJECT
SOMEBODY **CLEANS** **THE OFFICE** EVERY DAY

THE OFFICE **IS CLEANED** EVERY DAY

TO BE = PRESENT SIMPLE + PAST PARTICIPLE (3rd)
NO NEED OF AGENT

PRESENT SIMPLE

SUBJECT VERB OBJECT
PETER **MAKES** **A CAKE**

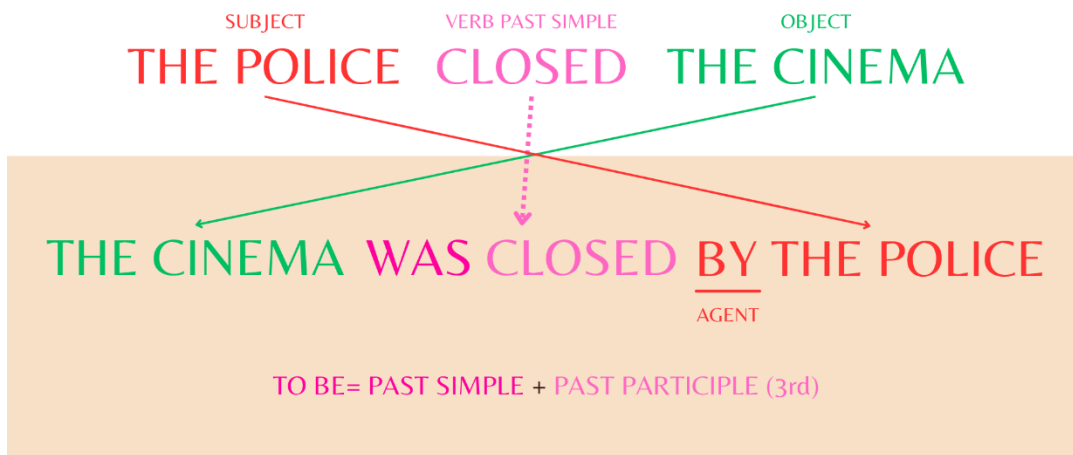
A CAKE **IS MADE** **BY PETER**
AGENT

PRESENT SIMPLE

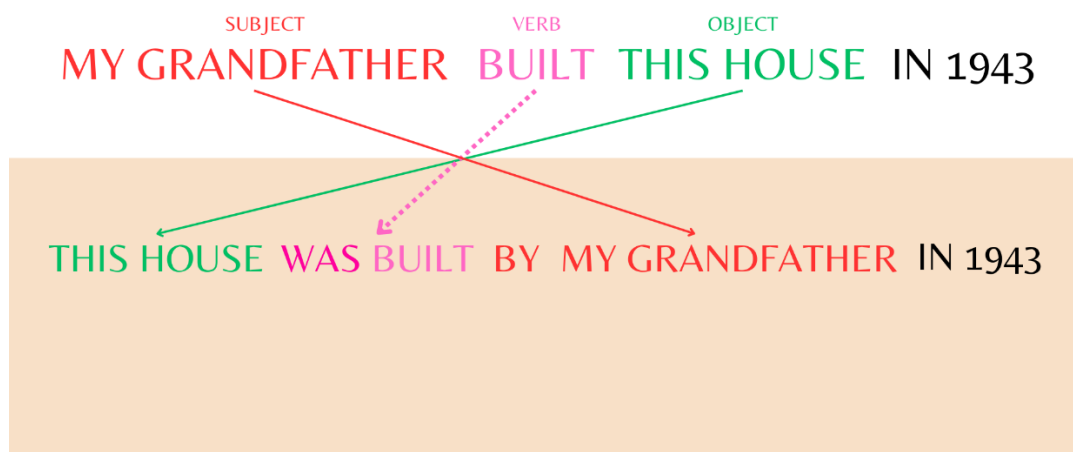
SUBJECT VERB OBJECT
PEOPLE **SPEAK** **PORTUGUESE** IN BRAZIL

PORTUGUESE **IS SPOKEN** (BY PEOPLE) IN BRAZIL

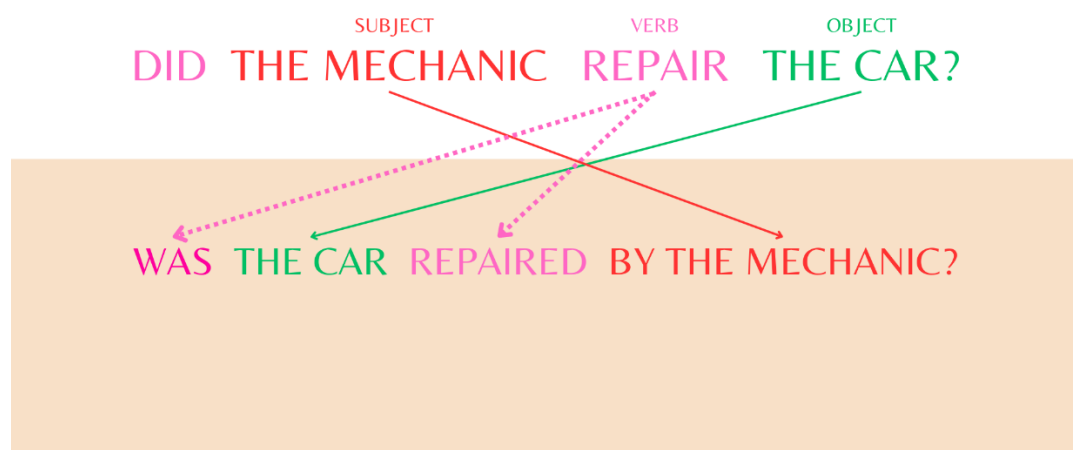
PAST SIMPLE



PAST SIMPLE



PAST SIMPLE



¿Y EN CASTELLANO?

Using the *passive voice* in Spanish is less common

1. Voz pasiva

The house was built by my grandfather in 1943.

La casa fue contruida por mi abuelo en 1943.

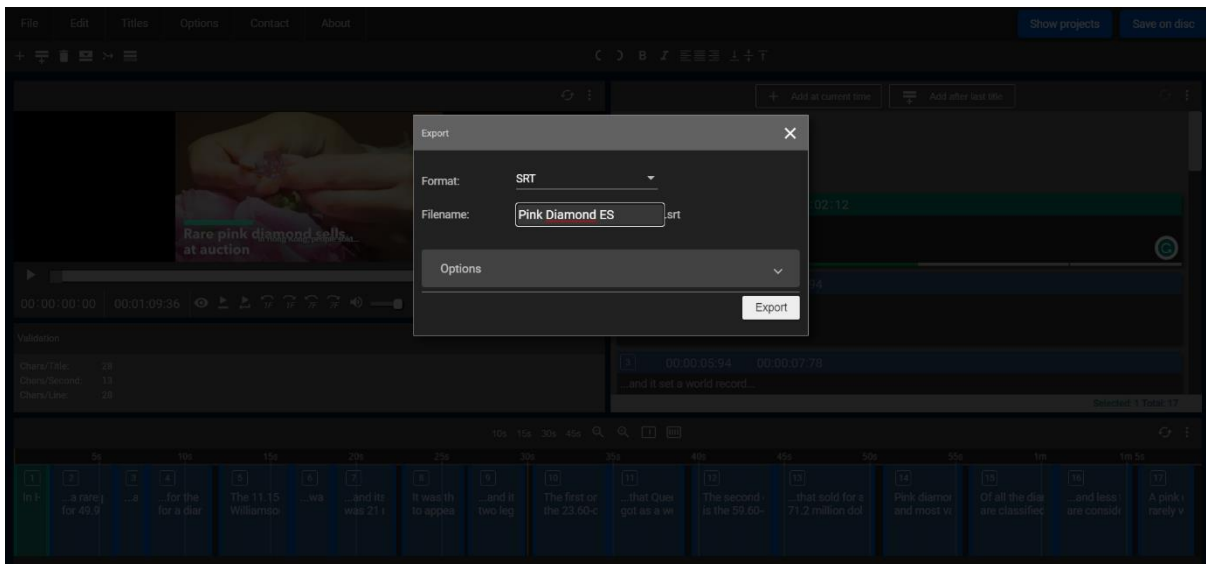
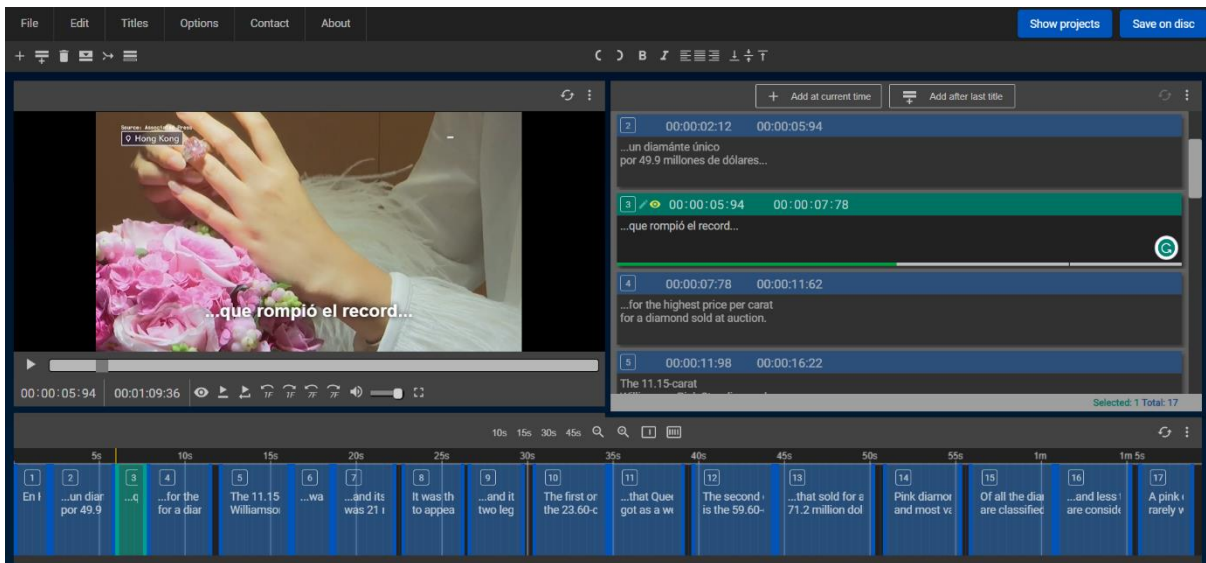
2. Pasiva refleja = se

The office is cleaned every day.

La oficina es limpiada todos los días.

La oficina se limpia todos los días.

Annex 5: Subtitle Horse



Annex 6: Subtitling "cheat sheet"

REMEMBER!

- Subtitles are a maximum of **two lines** long.
- **Punctuation** is always written at the end of the subtitle.
 - One full stop if it ends the sentence.
 - Three full stops if it continues after.
- Never **separate** syntagms or units of meaning.
- No more than **42 characters** per line.
- The **numbers** zero to ten must be written in letters.
- **Proper names** must remain in English.

AND ALWAYS CHECK SPELLING AND GRAMMAR!!

Annex 7: News worksheets

Name: _____

Group: _____

Men vs women



0:51 / 16

A study carried out by Washington State University asked 122 men and women to take a maths test and then guess how well they had done. The **guinea pig** men and women were then told their scores and asked to take another test.

After the second test, there was no information offered about how they had done, but they were asked to guess their results instead. It turned out that men **consistently** thought they had done better than they actually had. The women's estimations, on the other hand, were **right on the money**.

Although the **sample** was quite small, researchers say that gender gaps in areas like science, engineering, and maths may be the result of men thinking too highly of their performance. The report also shows the potential need for positive illusions.

DIFFICULT WORDS:

- **Guinea pig:** a person or thing used as a subject for experiment
CONEJILLO DE INDIAS
- **Consistently:** uniformly
DE MANERA UNIFORME
- **Right on the money** (idiom): correct
- **Sample:** a small part or quantity intended to show what the whole is like

Identify the passive sentences in the text and translate them:

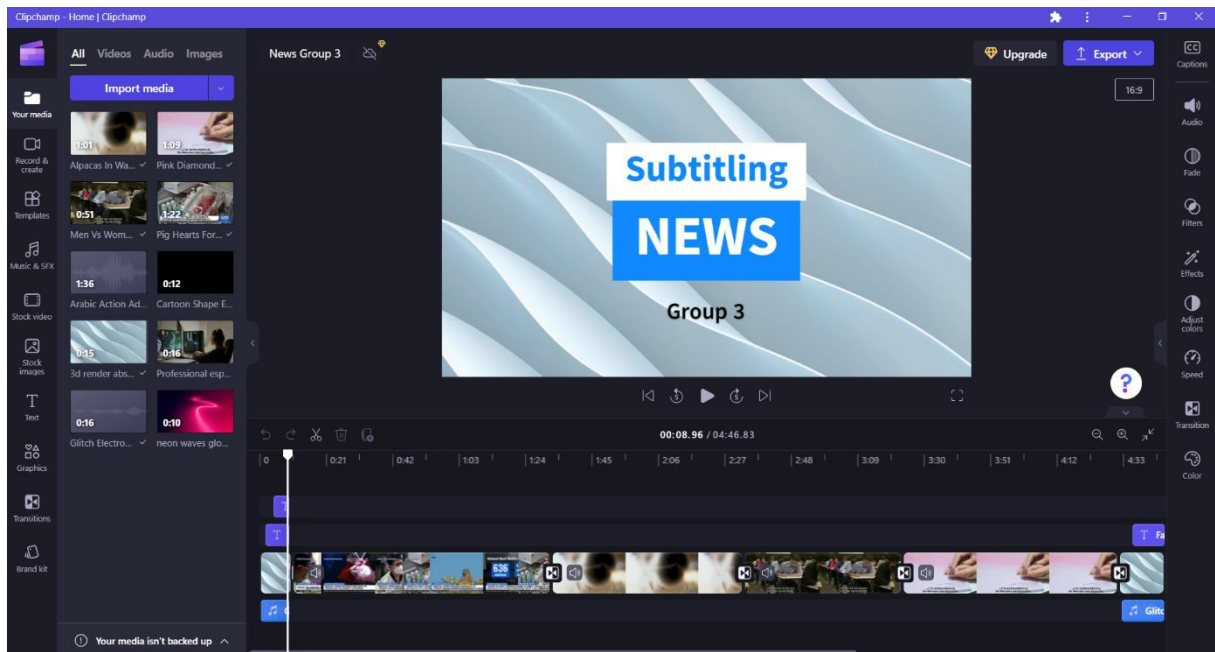
1.

2.



This is a sample, the rest of the worksheets can be accessed [here](#).

Annex 8: ClipChamp



Annex 9: Students' final product

Group 1: <https://youtu.be/YgiyLKsfP5w>

Group 2: <https://youtu.be/GDTSgzkAdec>

Group 3: <https://youtu.be/A3spG1F7Y-4>

Group 4: <https://youtu.be/qHJUmm-2SyE>

Group 5: <https://youtu.be/iwO0LGTyYhA>